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ABSTRACT

A marketing program implemented in 18 small, rural agricultural communities aimed at increasing enrollment in the daily religious classes held by the Church of Jesus Christ of Latter-day Saints (LDS). Approximately 23 percent of the population in the 18 communities belong to this Church. Daily religious instruction is provided in released-time from school, early morning classes, and home study settings. Seminaries (classes for high school students) meet in separate, church-owned or rented buildings near public schools. Prior to program implementation, it was estimated that only 1,233 students were enrolled in religious classes out of 1,600 eligible students in grades 9-12. Specific marketing strategies included organizing a planning task force; developing an enrollment instruction booklet to be used by church leaders; instructing faculty and student leaders on how to enroll students; introducing improved record keeping procedures; implementing methods for identifying potential students; and administering a student questionnaire to help understand student motivation for seminary enrollment. Although subsequent enrollment increased by 7.3 percent, the percentage of eligible students participating in seminary classes remained the same. This report concludes that more potential students were identified, and that without the use of marketing practices, enrollment would have decreased. Peer-group contacting was the most successful marketing technique. Appendices include sample curriculum, student record forms, student questionnaire, enrollment booklet, statements from church leaders, parent and student handout, stake and ward enrollment totals, 3-year enrollment comparison, and questionnaire tally sheet. (LP)

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Increasing Enrollment in Religious Education Classes by Applying a Variety of Marketing Techniques

by

Ernest S. Ahlborn

Cluster 46

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A Practicum II Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier:

Dr. H. Keith Buhler

Dr. H. Keith Buhler
Area Director, Idaho West Area
Church Education System
Title

1929 University Drive
Address

Boise Idaho 83706
City State Zip

February 6, 1995

This practicum report was submitted by Ernest S. Ahlborn under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

April 10, 1995
Date of Final Approval of Report

Approved:
Paul B. Borthwick, Jr., Ph.D.,
Adviser

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ABSTRACT

Increasing Enrollment in Religious Education Classes by Applying a Variety of Marketing Techniques. Ahlborn, Ernest S., 1995; Practicum Report, Nova Southeastern University, Ed.D Program in Child and Youth Studies. Enrollment/ Enrollment Management/Enrollment Influences/Student Recruitment/Marketing/Religious Education/Private Schools/ Catholic Schools/Student Attitudes/Decision Making/Benefit Segmentation/Parent Participation.

This practicum was designed to provide administrators, teachers and church leaders with a number of marketing tools that could assist them in increasing enrollment in the daily religious education classes held by the Church of Jesus Christ of Latter-day Saints.

The writer organized a strategic planning task force; developed an enrollment instruction booklet to be used by church leaders; taught faculty and student leaders to enroll students; introduced improved record keeping procedures; identified potential students more successfully; administered a student questionnaire that helped in understanding enrollment motivation.

At the conclusion of the practicum, the writer found that although enrollment had increased by 7.3%, the percentage of students enrolled remained the same. The writer concluded that more potential students were identified and that without the use of the marketing practices of the practicum, enrollment would have decreased. Peer group contacting was found to be the most successful of the marketing techniques.

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CHAPTER I

INTRODUCTION

Writer's Work Setting

The area for which the writer has responsibility consists of 18 small, rural towns covering about 8200 square miles. The area is agricultural interspersed with agricultural-based industry. Most of the farms are small and are family owned and operated. The region was not settled until the late 1800's and most of the residents subscribe to an extremely strong conservative outlook. All of the farms require irrigation since the area is a desert without the application of water. Thus the economy is very dependent upon the weather. A dry winter hurts the farmer and those dependent upon him, but several dry winters in a row are a disaster for the approximately 75,000 residents of the interconnected valleys.

Population

About 23% of the population belong to the Church of Jesus Christ of Latter-day Saints (LDS). Many of these LDS people trace their ancestory back to the time when the LDS Church was colonizing the Rocky Mountain areas after being forced to leave the eastern states because of persecution. It is the goal of the Church Educational System (CES) to

provide every LDS student with an opportunity to participate in at least eight years of organized religious study - four at the seminary level and four at the institute or college level. Eligible seminary students are those in the ninth through 12th grades. It is estimated that there is a potential enrollment in seminary classes of over 1600 students.

The educational program of the LDS Church began with the organization of the church in April of 1830. Such basic philosophies as "the glory of God is intelligence," (Doctrine and Covenants, 1981, p. 182) and "it is impossible for a man to be saved in ignorance," (Doctrine and Covenants, 1981, p. 266) were part of the early dedication to learning that was established by church leaders. Another statement further clarifies that position towards education: "And if a person gains more knowledge and intelligence in this life through his diligence and obedience than another, he will have so much the advantage in the world to come" (Doctrine and Covenants, 1981, p. 265).

The growth of the LDS Church's attitude toward education can be seen in the efforts of the early members to provide education in a frontier environment. The church members had scarcely arrived in their new homes in the west before they turned their attention to educating their children (Berrett, 1988). These early schools covered all subjects, including religion. As the territorial government

and later the State government began to fill the gaps in education with public, tax-supported schools, the role of the LDS Church changed to providing only religious education.

The first seminary for high school students was begun in 1912 in a building erected by the church close to a high school. The students were released from school for one period each day to come to the seminary for a course in either Old Testament, New Testament or Church History. That first small group of 70 students has grown to include over 460,000 students. Today, CES spans 117 countries and teaches in 20 languages (see Appendix A). Although CES does have some elementary and secondary schools, they exist only in international areas of the world where public education systems are not well developed. The system utilizes over 4,700 full- and part-time faculty members and 20,000 individuals who give voluntary Church service time as teachers in the seminary and institute of religion programs.

The teacher and student have many items available to help make each course of study interesting, complete and uniform world-wide. Each teacher has a teacher outline, a copy of the student manual, a set of video tapes that make up a media kit, and an institute manual. The institute manual is a college-level syllabus that serves as a reference manual for the teacher.

The curriculum is written by teachers who have been

successful in teaching religion to high school students. The teacher outline includes the scripture block to be taught each day and includes ideas on how to teach that block (see Appendix B). The outline also contains hints on how to develop student readiness, bring about involvement of students and assist students to learn to apply the lessons in their lives. The curriculum is updated about every eight years so that it will remain fresh and relevent to teenagers.

Each seminary student has available a student manual which contains supplementary material on every lesson. The students also receive a laminated bookmark that can be used as a scripture marking ruler. The bookmark is imprinted with a time line history of the volume of scripture for the year's study and also with 25 scripture references the student should learn during the year. Students also receive a set of playing card size scripture cards. These cards take each of the 25 scripture mastery references and expand on them by helping the student understand the historical setting, the doctrine and the application of each scripture.

The seminary students enroll in classes for a variety of reasons, but most of them come simply because they want to be there. About 40% of the LDS young men who reach 19 years of age will spend two years serving as a missionary somewhere in the world. Their four years in seminary will be the most concentrated learning opportunity to help in

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preparation for this mission. Some students attend because of parental pressure, "you don't get the car if you don't go to seminary." Other students attend seminary because the LDS Church-owned universities and colleges give some admittance preference to seminary graduates. Those students feel this admittance help is a substantial incentive. It is estimated that over 80,000 LDS high school seniors in the United States and Canada will be competing for about 10,000 spaces for incoming freshmen in September of 1994.

The Writer's Role

The writer is employed by the CES as Region Coordinator for the area described. A region coordinator is primarily a teacher mentor and must be well grounded in the skills, doctrines and policies governing all CES teaching. In addition, each coordinator must possess the organizational and training skills to manage the full-time and volunteer staff appropriately to the geography of their assignment. Also, the coordinator must have or develop the communication and personal relations skills to adequately relate to church leaders, faculty, parents and students. The LDS Church's seminary program offers religious instruction for high school students throughout the world. Courses of instruction, in a four-year cycle, include the Old Testament, New Testament, Book of Mormon, and Doctrine and Covenants/Church History. Daily instruction is provided in

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released-time, early morning and home study settings. Released-time and daytime seminaries are established in areas where Church membership is sufficiently large and local public education policies permit. These seminaries meet in separate, Church-owned or rented buildings near public schools. Full-time, professional teachers are hired to teach these classes.

Early-morning classes are held in meetinghouses or other facilities approved by local church leaders. These classes exist when local laws do not allow released-time or the LDS population is too sparse to have at least 100 students enrolled. A class is held before school begins, sometimes as early as 6:00 a.m. Part-time, nonprofessional teachers are used to teach early morning classes.

Home-study seminaries are provided when students cannot attend a daily class because of distance or other limiting factors. Students work on self-study materials at home four days per week and attend a weekly class taught by a volunteer teacher.

The writer has the responsibility for all three delivery systems and supervises four full-time teachers, 42 early-morning teachers and five home study teachers. The full-time teachers are located in two released-time seminaries. At the present time, 1233 students are enrolled in seminary classes, which means that 387 students are not taking a religion class. While the enrollment may seem high

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for a voluntary class such as this, the writer feels that *each student not enrolled is at a big disadvantage in* preparation for life.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Seminary classes taught by CES are considered a high priority activity for LDS high school students. A few years ago, Spencer W. Kimball who was president of the LDS church, said that seminary was of sufficient importance that it should be given even preferential attention over the high school subjects (Kimball, 1975). The next line of authority to the president is a group of 12 known as the Quorum of the Twelve Apostles. One of these men, Boyd K. Packer, has counseled parents, that without proper guidance, their children might choose another elective instead of seminary and concluded with the statement that it would be a serious mistake to fail to take seminary (Packer, 1983).

Since completion of seminary classes was felt to be so important in the LDS Church, any student not enrolling in class should be the subject of great interest and concern by CES teachers, administrators, parents and church leaders. Therefore the writer was concerned with finding out which students were not enrolled and devising methods that would encourage them to enroll in seminary classes.

Briefly stated then, the problem was: There were a

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substantial number of LDS students that were not enrolling for a seminary class. According to LDS Church leaders, these classes were very important in the preparation of the youth of the church. The problem consisted of three parts: A complete and accurate identification of all potential seminary students, a better pre-enrollment contact by church leaders, and enrolling a larger number of that potential in a seminary class.

Problem Documentation

Current enrollment records were the only documentation available on this subject. The writer had no problem identifying the students that were enrolled in seminary classes. Each teacher was instructed to keep enrollment and reporting records. These records were available to the writer (see Appendix C). The record card contained all the information needed to identify the students enrolled, their class in school, parents names, ward (local church congregation), and Bishop (local church leader or pastor). A count of these records showed that during the current year, 1233 students were enrolled in seminary classes in the area that was the writer's responsibility.

Two other important steps in the enrollment process involve obtaining accurate potential lists and accomplishing a complete pre-enrollment personal contact of church leaders to students. In the past, this potential list was generated by each ward and was often not complete, depending on the

degree of interest of the Bishop and the accuracy of the records kept by the ward clerks. Using the figures from last year, the writer had estimated that there were approximately 1620 potential seminary students. Since there were 1233 students enrolled, 387 students were not enrolled in this very important class.

The writer also had the record of pre-enrollment contacts made by church leaders last year. This record showed that the church leaders reported 1301 students enrolled for seminary the next fall. As previously reported, only 1233 students actually enrolled, an error rate by the church leaders of nearly 6%.

Causative Analysis

The writer believed that there were two areas to examine in looking for causes; first, reasons why church leaders do not completely identify potential students and contact them about enrolling for seminary during the months before classes actually begin, and second, reasons why students did not enroll for seminary. Church leaders have many responsibilities. A Bishop is responsible for a congregation of from 400-800 members. The LDS Church is a church composed of a lay ministry. Bishops have a regular occupation in addition to their church responsibilities. These occupations cover the entire range of possibilities from blue collar to professional.

Bishops often find themselves spending 20-30 hours a week on church duties in addition to the normal work week required by their occupation. Each Bishop has different priorities and each ward has different needs. So it is not difficult to see that one seemingly minor area, seminary classes, may be skipped over by some Bishops. There are 50 Bishops in the region that is covered by the writer.

Students have a number of reasons for not enrolling in seminary. Some students feel that studying religion is boring or unnecessary. Many of those students that have to take their classes on an early-morning schedule find it difficult to attend since school and work activities keep them up late at night. Many students have parents or church leaders that do not place a high priority on seminary. In addition, there are some students that have difficulty working seminary into their school schedule in high schools that have only six periods per day.

Relationship of the Problem to the Literature

Increasing enrollment was a concern with many types of programs. Although most of the concerns found in the literature dealt with college-age students there were some studies concerning high school students, mostly written about Catholic schools. One such writer (Monetti-Souply, 1990) presented an idea that was felt to be extremely important by this writer. It was very important to be

proactive rather than reactive when enrollment was insufficient. Cowan (1991) stated that many schools, especially non-traditional ones, were experiencing an enrollment crunch today. Rist (1991) said that Catholic schools were worried about rising costs and declining enrollments and Pryor (1991) said that there had been a marked increase in the last two decades by schools trying to increase and maintain enrollment. The support of local congregational leaders played an important role in the number of students enrolled according to Wiese & Townsend (1991).

Hoge & Petrillo (1978) felt that the impact of formal religious education on youth depended somewhat on the attitude of the youth's parents. They also stated that the impact of youth programs depended greatly on the qualities of the church's adult leaders, pastors and so forth. In another report on recruitment, Bennett (1991) stated that attracting students was a major concern of most programs. A long-time educator of youth in a religious setting (DiGiacomo, 1989) felt that without religious education a student could not be a fully-educated person.

Other causes for low enrollment are revealed in the literature. Hanson (1991) stated that the characteristics of the program must appeal to the target audience. Student satisfaction was seen as an important cause by another writer (Johnson, 1988). Carmichael (1992) found that

physical facilities or the lack of them could either attract or turn away students.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The following goals and outcomes were projected for this practicum. They are to obtain complete and accurate potential lists of seminary students, to obtain a more accurate pre-enrollment of students by church leaders and to involve faculty, church leaders, peers and parents in the enrollment process. The writer expects that meeting these goals will result in an increase in the number of students enrolled in seminary classes.

Expected Outcomes

Enrollment records indicate that 1233 seminary students are currently enrolled in classes. The writer expects that the implementation of this practicum will result in (a) 100% of the potential lists received in complete and accurate form, (b) 75% of the wards having no significant difference between their pre-enrollment and actual enrollment, and (c) an increase of 5% in the total students enrolled.

Measurement of Outcomes

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The only means available to the writer for measuring the first outcome, obtaining complete and accurate potential student lists, was to compare the potential student lists completed the previous year with the potential lists completed during the implementation year. The writer evaluated each list using one of the items of information requested of the Bishops. The items requested on the potential lists were name, address, phone, year in school and registration status (see Appendix D).

One item, the year in school of a student, had been found by the writer to be valuable in assessing the accuracy of the potential lists. Teachers must record the year in school as part of the information they gather on students. Because the teachers interact on a personal level with their students, the class roll information is nearly always correct.

Bishops should also meet personally with each student when compiling the potential list and should record the year in school of students on that list. However, the writer found that potential lists compiled by Bishops often had several students listed with the wrong year in school. The computer data base written for tracking students uses the year in school as a key factor to sort student lists. It was possible to compare Bishops lists and teacher rolls using year in school. Therefore a percent error rate between the two years was calculated to see if accuracy of

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student potential lists showed any improvement.

The second outcome, improved pre-enrollment by church leaders, was measured using the total students pre-enrolled each year and comparing that figure to the actual enrollment. The total pre-enrollment for each ward was taken from the potential student lists and the actual enrollment was counted from the teacher rolls. The closer the two figures were to being the same, the more successful the pre-enrollment.

The third outcome, an increase in the actual enrollment in seminary classes, was measured by comparing the total enrollment of last year with the total enrollment at the conclusion of the implementation period. Both figures come from the teacher rolls (see Appendix C). The success of the outcome was decided by the amount of increased enrollment during the implementation. The third outcome was also checked by comparing a simple percentage of students enrolled for the two years.

Mechanism for Recording Unexpected Events

The writer kept a log of events that occured during the implementation period. This log included the results of meetings held with church leaders, parents, students and teachers. The log also included the observations made by the writer as he visited classes, and talked informally with students, parents and church leaders.

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CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem that faced the writer was one of obtaining accurate, complete potential lists, pre-enrollment contacts by church leaders and increased enrollment in seminary classes. Even though most of the literature written about solving these problems was on a college level, there were many of the solutions that could be applied to the writer's situation.

Marketing techniques were a common thread in almost all of the studies that were researched. All studies involved one or more of these groups in the solution process, faculty and staff, parents, church leaders and other students. Techniques ranged from the all important personal contact to the more impersonal direct mail or other advertising. According to Hossler (1987) there is no "ideal" enrollment management model, since each institution was unique. Mabry (1988) states that one of the more important needs in enrollment improvement is to know why students enrolled. Palmer (1992) added that all current, former and prospective students should be surveyed. Palmer (1992) also feels that a good plan needs flexibility.

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Increasing enrollment is the result of applying proven marketing strategies in a consistent manner according to Palmer (1992). One principle came up in so many different studies that it could not help but be significant. Different descriptive terms are used but they could all be classified under the term of know your market. Palmer (1992) stresses the importance of gathering all the key information on each subject that you can, but that the basics such as name, address and telephone number are essential. In the article that lists a number of methods to build enrollment ("Thirty," 1991) the editors place high value on targeting your activities to the precise audience you want to reach. That can be done if you do not know the precise audience.

Hossler (1984) states that it is very important to know who your students were or would be while Ensman (1983) feels that unless you can identify and target your constituencies you will not have a successful marketing program. Another writer warns that the most critical and difficult step in the marketing process is collecting customer information (Havlicek, 1990). Jackson (1986) says that the most important step in improving enrollment is the quality of your market research. At the base of effective enrollment management, according to Benson (1993), is excellent market analysis along with needs assessments and graduate follow-up.

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Strategic planning is a principal that is emphasized by several writers. Schmidt (1991) even went so far as to say that institutional strategic planning is critical. Almost the same words are used by Dolence (1990) when he states that strategic planning is an absolutely critical element. In a related article (Dolence, et.al., 1988) the authors verify again the importance of such planning by stating that most strategies fail because there is an incomplete understanding of what they are intended to change. Strategic planning is also the basis for comments by Havlicek (1990) proposed that in a fervor to market to new people, the changing needs of those we already served must not be forgotten.

In another article, the authors warn that a practical enrollment plan is often hampered by the overwhelming desire to believe there is a simple, easy solution (Kemerer, et.al., 1982). This idea is further developed by other authors who stress the idea that an effective marketing plan is likely to be a combination of advertising, public relations, and personal contacts (Yellen & Hussey, 1990). The same writers feel that the lack of a systematic marketing plan with a number of elements will doom an enrollment management program to failure. Dunn (1990) believes that there is so much competition for students' time that it requires marketing diversification to increase enrollment.

The faculty and administration play an important role in the enrollment process. Dolence (1990) feels that participation by senior administrators is absolutely the key to the success of any enrollment program. Still another study ("Effective," 1991) found that they successfully recruited more potential students through a faculty and staff development and training project. Showalter (1987) repeated several times that the faculty must get involved in any enrollment project.

In order for any enrollment management project to succeed, the concept of accountability must be fostered by the institution's administration (Grove, 1992). For any enrollment effort to succeed (Dolence, 1990) management must communicate a sense of importance to the effort, while Krotsen (1992) emphasizes the importance of faculty teamwork and a collaborative approach to enrollment. Bennett (1991) agrees that a faculty and staff team effort is necessary for successful recruitment.

In an interesting discussion, Merante (1987) brings up the idea that while the product is important, many corporations with good products have succumbed to the pressures of competition and change in markets. This means that a successful marketing program will concentrate on more than just turning out a good product or having good teachers or interesting classes.

The committee or task force idea is mentioned by

several writers. Monetti-Souply (1990) suggests a marketing committee of parents, church leaders and faculty will add variety and new ideas to the enrollment process. In a similar discussion, an author said that one of the most successful ways to direct an enrollment program is the taskforce approach (Dolence, 1990).

Goodnow (1980) suggests a good marketing technique is target segmentation. Cowan (1991) also stresses this principle and says you must segment your population of potential students. Once they are segmented, you must target each segment, for example, eighth-grade students who are next year's potential ("Recruiting," 1989).

A number of other marketing ideas are included in the research. Palmer (1992) places great importance on holding information meetings and calls them the centerpieces of successfully marketing your progam. Using peers, either current or former students, is suggested by Yellen & Hussey (1990). They feel that human interest stories presented by this group are very effective in enrolling the target group. The same writers find that creativity, initiative and persistence are the most valuable resources available in an enrollment marketing process. Students themselves identified present and former students as the most effective marketing technique to encourage enrollment ("Recruitment-retention," 1991).

"Thirty" (1991) suggests that getting parents involved

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in daily activities of a school or class, not just enrollment, has lasting effects on retention and future enrollments. It is important to fine-tune your marketing program and experiment with promotions according to Jackson (1986). McGookey (1990) feels that the best way to market a service is with face-to-face contact but at the same time suggests direct mail as a tool with great strength.

Evaluation is important as a tool in both current and future enrollment marketing. Meservy (1990) suggests that it is of great importance to track your marketing performance so that the plan could be adjusted for improvement. "Thirty," (1991) recommends inviting outside evaluation as a method to strengthen a program. It is further recommended that everyone involved, from administration down to students, know that their feedback is valued.

Description and Justification for Solution Selected

The solutions that were chosen by the writer are grouped into the three outcomes mentioned in Chapter III. These solutions are market analysis, pre-enrollment procedures and the actual enrollment process.

Market Analysis: It is stated in the literature that accurate market analysis is one of the most important tools for success. Therefore the writer developed a market analysis plan composed of four parts. The first part

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involved the organization and direction of a strategic planning task force. The strategic planning group was headed by the writer with the principals of the various seminaries as members. The process of strategic planning for this area of responsibility was carried out using the principles detailed in Bryson (1990).

The second part of this plan entailed the design and production of an enrollment package for use by the 50 Bishops. The strategic planning group planned the details of this package, but the writer proposed that it consist of at least a potential student list for each ward (obtained from the church membership department), instructions on using that list as the foundation for creating a complete and accurate list of all seminary age students in each ward, and report forms. The third part of the plan required an introductory meeting with those responsible for education on the ward and stake (an LDS Church organization level consisting of several wards) level. The purpose of this meeting was to explain the enrollment process and philosophy and to answer any questions about responsibilities from these church leaders.

Completion dates for this market analysis process were part of the instructions. The fourth area of this market analysis plan was to administer a questionnaire (see Appendix E) to all seminary students currently enrolled. The purpose of this questionnaire was to discover some of

the reasons why students enrolled for seminary so that the strategic planning task force could use these ideas in further strengthening the enrollment process.

Pre-enrollment: The process to obtain a more accurate pre-enrollment entailed three steps. The first step was to have the teacher of every class take some time near the end of the school year to present exciting glimpses of the course of study for next year. The teachers would then have the students fill out a pre-registration form.

The second step was to encourage the Bishops to see that every potential seminary student received a personal contact from someone in the ward leadership (preferably the Bishop or one of the Bishop's counselors). The church leader was asked to explain the importance of seminary attendance and seek for a committment to enroll when classes started. Registration forms were given to each potential student that did not fill one out in class along with "Request for Released-Time" permission forms for those in released-time areas.

The third step in the pre-enrollment process was to organize and hold a breakfast meeting for the students that would be newly eligible to enroll for seminary. These were the current year eighth-grade students. At this breakfast, the writer, a church leader, a faculty member and several currently enrolled seminary students encouraged these potential students to enroll.

Actual Enrollment: The actual enrollment process took place during the summer months before school began in the fall. Parents were invited to Sunday evening meetings where the curriculum, media and faculty for next year were introduced. Church leaders also urged parents to encourage their children to enroll and attend seminary.

Student leaders (class presidencies) were selected from among the students already committed to enroll. These student leaders were peers who other students respected and they were asked to participate in Sacrament meetings (Sunday services) in the various wards. Working with faculty, student leaders were to also make a personal contact with each potential student and would put extra effort into encouraging those that had not yet enrolled. The final step in the actual enrollment process was to organize a quarterly meeting with the church leaders in charge of education to report on efforts of the past quarter and to update potential and enrollment lists.

These steps were organized in the three outcome areas to apply the ideas generated by research in the literature. As the strategic planning task force began work and as the actual process began, it was hoped that there would be further ideas generated that would add to the success rate of the overall plan.

Report of Action Taken

The calendar plan and outline were followed as

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written except for two deviations. The the first deviation came about because the writer got a late start on the enrollment season. The timing of the practicum proposal approval and the implementation period were not consistent with the ideal enrollment season. Since the writer could not wait another year to begin implementation, the enrollment process was pushed forward as quickly as possible.

The most valuable enrollment season runs from January through September and the writer was not able to begin implementation of the practicum until the middle of April. Because of the late start of the implementation period, the writer was not able to administer the student questionnaire to all classes. Many of classes finished school the first week of May. There were too few questionnaires completed to make the results valid.

Although the strategic planning group would not have the information to help in planning the enrollment process, the group felt that it would not be a serious lack. The questionnaire could still be used at the end of the implementation to help with evaluation and as a planning tool for the next years' enrollment.

The other deviation from the plan came when the strategic planning group realized that there was not enough budget available for the nearly 4000 pieces of the two planned direct mailings. Plans were scaled down to mail

only to those that did not preregister in current classes. Even that proposal did not get carried out because the computer program for addressing the mailings did not work properly.

The writer did assemble the enrollment package that was given to the church leaders of each ward. A cover was printed on heavy stock that contained the basic information necessary to indentify each unit (see Appendix F). The rest of the booklet consisted of instructions for updating potential lists, for enrollment and for reporting (see Appendix G). Also included were due dates, ideas for enrollment and statements on the importance of seminary enrollment made by various church leaders (see Appendix H). This booklet was bound together by a piece of equipment that attached the pages with a plastic finger in a loose-leaf form.

An enrollment meeting was held to which the education adviser from each Stake was invited. All seven of the education advisors attended and the enrollment booklets were distributed. The requests for updated lists, enrollment and reporting were explained and questions were answered.

After the enrollment booklets were distributed and explained to the church leaders, the writer met with the faculty. Due to distances involved, the writer held three faculty meetings in locations throughout the area. The teachers were issued registration forms and instructed to

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ask each student currently in grades 9-11 to fill one out if they planned to take a seminary class next fall. The faculty was urged to do all they could to encourage students to register. These meetings covered three weeks since Friday mornings are the scheduled faculty meeting times for the areas.

The writer began receiving the registrations back by mail before the last faculty meeting was held. As the registrations were received, they were incorporated into the church lists for each unit. Again, this was a process that covered several weeks. Some of the teachers did not return any registration forms, even though a stamped, addressed envelope had been included in their materials. The writer had to make a number of telephone calls, send a few letters and make two personal visits in order to obtain registrations from every class.

During the third month of the implementation, the writer encouraged each Bishop to see that every potential seminary student not already committed to enroll was able to receive a personal contact from one of the ward youth leaders. Since the writer had no ecclesiastical authority, being a professional educator hired to run the church's education program, it could only suggest that this be done and the writer had no way of knowing how many contacts were made. The writer asked the faculty to use the potential lists to invite those students who would be in the ninth

grade next year to a breakfast meeting. This meeting was to be held in place of a seminary class and the parents of the future ninth grade students were also invited. The purpose of this meeting was to allow prospective students the opportunity to see where seminary classes were held, to meet the teachers, to view some of the curriculum and to enable them to feel comfortable with attending.

Again this process covered much of the spring and summer because of the large number of classes held in the area that is the writer's responsibility. The writer was able to attend some of these breakfast meetings and found them very successful. A large number of the potential ninth grade students attended in most cases. As part of this process, the potential students were asked to commit to attending seminary class in the fall by filling out a registration form. As the various lists began arriving at the writer's office, they were entered into the computer and a master list was compiled by ward that tried to show all of the potential students and which ones had committed to attend a seminary class in the fall by filling out a registration form. These lists came from Bishops, students currently enrolled, and the newly eligible students currently in the eighth grade.

The strategic planning task force then used these lists to plan the activities of the next several months. These activities included preparing sacrament meetings (Sunday

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services). Each class or classes that draw students from a particular ward were asked to request their Bishop to allow them to use part of one sacrament meeting to encourage seminary enrollment. A typical sacrament meeting consisted of three or four short talks by currently enrolled students, that expressed the value of attending seminary, two musical numbers (vocal and/or instrumental) of sacred music and prayers. This process also covered a period of several months.

Another activity planned included faculty visits with parents during special Sunday evening "firesides". Personal visits by student leaders to those not yet committed to enroll required the most preparation. Since student leaders are not normally chosen until after school starts each fall, the teachers had to take the lists already compiled and make their choices based on current knowledge of the students. Some teachers, particularly those who taught only ninth grade students, had to visit students in order to get acquainted with them so they could make intelligent choices of student leaders.

These visits with parents by faculty and potential students by peers were designed to help parents and students understand more fully the value of seminary and how enrollment could be a positive influence in the life of each student. Testimonials by peers were encouraged as a regular activity in formal and informal meetings. Students who were

enrolled and known to have a positive attitude about seminary were asked to become involved in talking to friends even if they were not called as student leaders.

During month five of the implementation, a poster and handout were prepared (see Appendix I) in place of the direct mailing. The poster and handout were sent to each ward to be posted on bulletin boards and handed out to all who came to meetings in the church building.

The master list of students was continually updated with new information and registrations as it came in to the writer's office. During month six, the faculty was again sent a copy of the potential and registered list of their class. This time they were asked to make a personal visit to each student on the list, those enrolled and those not enrolled. The writer felt that some of the enrolled students might not be completely committed to attending and a visit from a faculty member might help solidify that committment. Also, since faculty members are generally excellent youth leaders, they might be able to enroll a few more students that others could not.

About one month before classes were due to begin, Bishops were sent a listing of the classes held for youth from their ward. This listing included the time, location and beginning date of each class. Other information about the course of study was included. The Bishops were asked to post this information and to see that it was announced in

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both general church meetings and meetings specifically for seminary age students.

Two weeks before school was to begin, a day-long training convention was held for the faculty. The main design of this convention was for instruction on curriculum, teaching methods and the requirements of running a seminary class. However, two hours of the day were organized to cover working with class officers and leadership. The faculty was instructed to work with their student leaders to organize class opening socials sometime during the first two weeks of classes. Students from the potential list that still were not attending were to be special guests. The purpose of these socials was to help the students not enrolled or attending to feel the fellowship of association with the seminary class.

After classes began, opening socials were held and faculty and student leaders were asked to again make an attempt to personally contact any students not enrolled. Church leaders were also told that continuing efforts by them might successfully bring in a few more students.

During the final month of implementation, the writer distributed sufficient copies of the student questionnaire to each teacher for every student, along with stamped, self-addressed envelopes for returning the completed ones. Due to the large number of classes involved, the writer was not able to administer these questionnaires personally. Since

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the questionnaire was quite simple, the only instructions needed were those printed on each copy. Most of the questionnaires were returned within three weeks, but the writer had to follow up with the teachers of several classes. One of the released time teachers who teaches five classes did not administer the questionnaire to any of the students in those classes. By the time the writer realized what had happened, the classes had changed at the semester break and it was no longer possible to administer the questionnaire to those classes. The writer collected final class lists from all faculty and published final tables of enrollment for each stake and ward (see Appendix J).

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

The problem faced by the writer was one of enrolling a greater number of potential seminary students. A related problem was obtaining accurate potential lists from the various church units so that enrollment could be effective. A total of 387 potential students had not enrolled in the previous year. The writer did not know the accuracy of the potential lists filled out by church leaders in previous years. However, an accurate count of enrolled students as compared to pre-enrollment figures presented by these same leaders showed that church leaders overestimated the students who would enroll by nearly 6%. The church leaders submitted the information that 1301 students were enrolled, but when school started only 1233 actually enrolled.

The solution strategy used by the writer consisted principally of a number of marketing techniques suggested in the literature. Market analysis, peer contacting, a strategic planning group, parental involvement and involvement of church leaders and faculty were among the marketing techniques chosen by the writer.

The first outcome had the goal of receiving 100% of the

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potential lists back from church leaders. Every list was to be complete and accurate. The writer finally received back 42 of the possible 50 potential lists. Every list received was completed according to the instructions given in the enrollment booklet. The eight lists that were not returned did not come from any one area but were scattered from all over the area of the writer's responsibility.

Quarterly enrollment meetings with the Stake High Councilor for education were part of the plan for achieving this outcome. Three of these meetings were held during the implementation period and perfect attendance was accomplished. The writer proposed that every potential list should be accurate and the year in school column was used to judge the accuracy. During the previous year, 1233 students were enrolled, and the writer found 79 students had their year in school listed incorrectly on the potential list. This was a 6.4% error rate. During the implementation period, 1323 students were enrolled with 68 students listed with the wrong year in school. Since this is a 5.2% error rate, there was an improvement of 1.2%.

The second outcome was designed to lessen the difference between the pre-enrollment figures sent by the individual church units and the actual number of students that showed up for seminary classes. In the previous year, there had been a serious over-reporting by the wards of the number of students that would attend. Several items were

completed in an attempt to minimize this gap. Faculty were asked to have currently enrolled students in grades 9, 10 and 11 fill out a registration form for next year. Every faculty member completed this assignment and returned the registration forms to the writer's office where the students names were checked on the potential lists.

A copy of the list, with those preregistered by the faculty checked off, was sent to each Bishop. The Bishops were asked if they would please contact those students who did not register in current classes. The writer suggested that other youth leaders in the ward could assist in this contacting. Some of these students were not enrolled in seminary and so could not have been there to register. Other students were absent when faculty members had the students complete the forms. The writer asked the Bishops to respond by sending back to the writer's office a list of those who had been added to the registered group as a result of this request. Every Bishop responded by sending back the list. However, since some wards showed no additional students registered, the writer did not know what kind of effort, if any, was made by each Bishop.

The third outcome was the actual enrollment process. The first step required the church leaders and faculty members to work together in arranging an early morning breakfast for those students who would be newly eligible to attend seminary, the current eighth grade students. Parents

and students were invited to attend this breakfast which was held in place of the regular early morning class. Released time seminaries held their eighth grade recruitment meeting on an evening or Saturday since they could not dismiss released time classes and still maintain a positive working relationship with the adjacent high school. These recruitment sessions for current eighth grade students proved to be very successful in enrolling this group, 96% of the potential group registered and actually came to classes.

The sacrament meeting presentations were held by 32 of the 50 wards. Although this activity had been suggested in previous years to Bishops and a few took advantage of it then, it was not possible to accurately assess the results because no reliable data was kept about the number of wards that held seminary sacrament meetings in past years. However, the writer felt that an estimate of at least 50% improvement over past years was very conservative. The sacrament meetings presented by faculty and students which were attended by the writer were judged to be very successful. Well prepared talks and musical numbers gave a good impression of the value of seminary classes to prospective students, their parents and church leaders. The writer received a large number of verbal and written comments from parents and church leaders about how positive and valuable these meetings were.

The faculty sponsored Sunday evening "firesides" were

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not very successful. Only 18 firesides were held by the 50 wards and none of them was very well attended. The writer will discuss possible reasons for the poor attendance in the next section. The peer group visits were a very different experience however. Many of the faculty commented upon their value. One full time faculty member, who had the assignment of advisor to the student council in that seminary, wrote a several page evaluation. The teacher reported that the potential list for their seminary showed 150 students not enrolled. Planning meetings were held and several projects were decided upon. Personal visits by the student council were the most effective of the projects. These peer group visits enrolled 52 students from the list of 150 not enrolled.

Phone calls by the three faculty members to parents enrolled another 13 students. After these two projects, the faculty and student council found that they had a list of 12 students who said they wanted to take a seminary class but could not fit it in due to credit deficiencies at the high school. Some of these students were able to enroll in a "zero hour" seminary class that was offered, and one student was helped to enroll in a correspondence course that filled the deficiency and enabled that student to take seminary. Using these projects, this one student council was able to cut the list of students not enrolled by more than 50%. If the faculty and student council had not taken the steps

described, the enrollment of that seminary would have been 223 instead of the 301 students they eventually enrolled.

The total enrollment of the seminaries in the area that was the writer's responsibility increased from 1233 the previous year to 1323 at the end of the implementation period. That is a total increase of 90 students enrolled.

Discussion

The writer had proposed that 100% of the wards would return the potential lists of students as a result of this practicum. Although that outcome was not accomplished, there was an increase in the potential lists received. In the year previous to the implementation of this practicum, 13 of the 50 wards did not complete a potential list. The practicum efforts showed an increase of five wards returning the potential list.

It would have been possible for the writer to continue to pressure Bishops to return the potential lists. However, that would have been interpreted by some of them as harrassment. Since the writer was essentially an employee of the church leaders and served as their professional advisor on education, it would not have been wise to do anything more than gently remind them of the need for the lists and request that they please complete them.

As was written earlier in the report, the LDS Church is led by a lay ministry. Many Bishops have occupations that require much more than the normal 40 hour work week. For

example, many are farmers. Each Bishop has different strengths and areas of the ministry that he concentrates on. While a Bishop seldom ignores an area of responsibility completely it is not uncommon to have seminary be a lower priority. The writer reminded church leaders that students spend nearly 5 hour per week in a seminary class, more time than a student spends on all other church activities combined, but some Bishops still gave seminary classes a low priority.

The writer attempted to simplify and clarify the enrollment process so that it would take a minimum of time and effort. The eight wards that did not turn in a potential list were scattered among five of the seven stakes in the region. Two of the stakes had every ward complete a potential list. It was the writer's observation that the High Councilor for Education in those stakes was very enthusiastic about seminary and worked hard with the wards to be sure the lists were completed.

The outcome designed to reduce the discrepancy between the pre-enrollment figures and actual enrollment was met. Data from the previous year showed that the wards reported 68 more students pre-enrolled than actually enrolled. The results of the implementation turned that around, the wards reported 1314 students pre-enrolled and 1323 enrolled. The writer suggests that two steps helped to change this figure. First, the enrollment booklet simplified the process and

allowed church leaders to accomplish a more accurate accounting of students. Second, faculty members enrolling students currently in class lessened the number of students that church leaders had to contact.

The third outcome sought to increase actual enrollment by 5% over the previous year. A 5% increase would have meant that enrollment would need to increase by at least 61 students. The outcome was easily met by the 90 student increase that was recorded. However, when assembling the outcomes, the writer failed to take into consideration that there might also be an increase in the potential number of students. An increase in potential students was exactly what happened and the potential increased from 1620 the previous year to 1745 during the implementation year. The increased potential resulted in the percent of students enrolled being the same each year, 76% (see Appendix K).

Some possible reasons for the increase in potential students were explored but no answers could be solidified. It is possible that the improved methods of obtaining the potential lists resulted in increased identification of potential seminary students. It is also possible that the pool of eligible LDS students increased, although the increase in general church membership in the area was only 1% during the same period. The percent enrollment is already quite high for this type of program and additional percentages of enrollment become progressively more

difficult.

The questionnaire that students were asked to complete was a closed form type but with a prioritized answering system that asked them to list their first, second and third choices. The writer tallied the questionnaires on a tally sheet designed for that purpose (see Appendix L). Since the students were to prioritize these choices of why they enrolled in a seminary class, the writer weighted the choices by assigning three points to a first choice, two points to a second choice and one point to a third choice. This type of scoring allowed for the fact that all choices were not equal and gave a more accurate understanding of the results.

The answers helped the writer understand the motivations of seminary students. Of the 1300 questionnaires that were distributed, 935 were returned. 52 had to be discarded because students answered flippantly or did not follow instructions. 883 questionnaires were left that were considered valid. Since only 68% of the questionnaires were returned, the results must be considered very carefully. A 70% response rate is thought to be the minimum for best accuracy.

It is interesting to note that Bishops (church leaders) received the lowest score of all the reasons for enrolling in seminary (see Table 1). Parents score a distant third from the two highest reasons. The writer feels that these

scores could be misleading. The two highest scoring reasons, the class is important preparation for life and the students feel that the Lord wants them to attend, are values that were most likely taught in the home and church. Since these values are often taught by parents and church leaders, the writer concluded that parental influence and church leader influence are probably much more important than the scores would indicate.

It had also been the writer's opinion that students would rate the desire for credit towards enrollment in a church college or university to be more important than the scores revealed. That reason ranked fourth.

Reasons for Enrolling in Seminary Classes

REASON FOR ENROLLING	SCORE
Want credit to get into church college	631
Feel the class is important preparation	1461
Register because of parent's desires	668
Register because of Bishop's desires	71
Enjoy the lessons and faculty	468
Because they feel the Lord & Prophet want it	1381
Like being in the class with friends	484

Table 1

The middle section of the questionnaire was answered by 103 students. Since those questions were to be answered by students who had not planned to enroll, it can be concluded

that at least 103 students enrolled who would not have enrolled without something causing them to change their mind. Table 2 shows the responses to this question. These answers were not to be prioritized and so each one counted equally.

Marketing Activities that Enrolled Students

ACTIVITY	SCORE
Opening social	4
Faculty contact	41
Student (peer) contact	59
Bishop contact	17
Sacrament meeting	15
Handout	3
Parental Influence	39

Table 2

It is important to note that the marketing activities that had the most influence on enrolling students that did not pre-enroll involve personal, face-to-face contact. With this group, peers had the most influence, but faculty, parents and even church leaders accomplished more than the activities that were more general. Both the handout and the opening socials seemed to have little benefit. However, the writer felt that a possible reason might be because these methods require a personal contact in the form of an

invitation, or direct handing of a paper to an individual. The students who would have possibly benefited the most from these two activities most likely had no invitation to the social or had no one hand them the flyer.

In summary, the efforts to market enrollment in the seminary classes taught by the Church of Jesus Christ of Latter-day Saints was successful. The outcome of increasing enrollment was met and even though later calculations showed that the percentage of enrollment remained the same as the previous year, the writer judged that enrollment would have been significantly lower without the marketing efforts.

Although it is difficult to ask a lay ministry to spend extra time and effort to enroll those students who do not enroll on their own, their efforts are worthwhile. Peer group and parents play a very important role in the effort to influence enrollment of high school age students.

Recommendations

The writer would recommend that all parts of the practicum be continued. Even though some of the marketing activities seemed to score low in value, in the type of program the writer is associated with, each student is felt to be of tremendous potential. An activity that helps or enrolls just one student can have long term outcomes. The writer would recommend that the student questionnaire be expanded to include students not registered in seminary

classes. This would require mail or personal contact to more than 400 students.

The writer recommends that the strategic planning task force be expanded to include representatives from the parents and the church leaders. Further experience with an expanded group might even suggest that student representatives become part of that task force. It could also be valuable to receive feedback from parents and church leaders about their perceived value of the various marketing activities.

It is also recommended that the enrollment booklet become part of a church-wide effort at enrollment. The writer would not suggest publishing the complete booklet because local conditions, dates and other variables make it impossible to generalize for the whole United States much less the international churches. However, a common cover, binding system and quotations from general church leaders could be published much more inexpensively for 10,000 stakes and wards than for the smaller group that only covered a portion of a state.

The writer would recommend that student leaders always be chosen before the enrollment period begins. Since peer contacts are so successful, these student leaders should be chosen and trained early enough in the enrollment season so there would be time for the student leaders to contact every potential seminary student.

The writer plans to use all of the marketing techniques in the coming enrollment season and plans to expand the evaluation portion to faculty, church leaders, parents and the student leadership. An open ended questionnaire will be recommended to the strategic planning group so that responses will not be limited to those thought of by the writer.

Dissemination

The writer was not able to present the results of this practicum at the January symposium for CES as planned because all of the questionnaires had not been received and tabulated. However, the writer will apply to make a presentation at the summer inservice meetings which take most of a week in June. The results of this practicum have been discussed several times with the writer's supervisor. The result of these discussions has been a suggestion from the writer's supervisor that the writer plan a short presentation for the other region coordinators so that they can be exposed to the marketing techniques for increasing enrollment.

The writer will also make application to present the plan and results of this practicum to the annual church educators symposium held in August. This symposium gathers over 6,000 full and part-time teachers of the Church Educational System and offers the greatest possible exposure of this practicum within the LDS Church.

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APPENDICES

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APPENDIX A

CES NEWS RELEASE

CES NEWS RELEASE

January 1994

The Church of Jesus Christ of Latter-day Saints operates an educational system that regularly serves over 481,000 high-school-age and college-age students located in all fifty states in the United States and in 116 other countries and territories throughout the world. In addition, it provides voluntary credit and noncredit continuing education programs for over 440,000 individuals throughout the United States and Canada.

As a part of the Church Educational System (CES), four institutions of higher education have a combined enrollment of over 37,400 students. Included are: Brigham Young University in Provo, Utah, with an enrollment of 26,378 students; Brigham Young University--Hawaii Campus in Laie, Hawaii, with 2,030 students; Ricks College in Rexburg, Idaho, with an enrollment of 8,217 students; and LDS Business College in Salt Lake City, Utah, with an enrollment of 843 students.

In addition to the four colleges and universities operated by CES, institutes of religion have been established adjacent to over 2,100 colleges and universities throughout the world where 158,039 individuals receive religious instruction.

Perhaps the greatest impact in terms of young people served by Church religious educational programs is found at the high school level in its seminary program. The seminary program provides religious instruction for over 323,700 young people. This includes released-time programs with 127,145 students; early-morning programs with 152,158 students; home-study programs with 43,047 students; and special education programs with an additional 1,370 students.

A challenge of CES is to provide all Latter-day Saint college and high-school age students access to weekday religious education along with their secular education.

In some countries of the world where public education programs are not available, CES operates elementary, middle, and secondary schools, where 9,303 students receive both secular and religious education. It also provides instructional manuals and training for those who teach in the Literacy program, which is directed by the Relief Society organization of the Church.

CES utilizes over 4,600 full- and part-time faculty members and over 23,000 individuals who give voluntary Church service time as teachers in the seminary and institute of religion programs.

APPENDIX B

CURRICULUM SAMPLE

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UNIT TWO WEEK ONE

LESSON ONE

Doctrine and Covenants 19

Scripture Mastery D&C 19:16–19

Special Instructions

Draw the chalkboard maze, showing two roads of escape.

Have a student prepare a brief report on the background of Doctrine and Covenants 19 (see student manual 1-2-4 and 2-1-1).

Ideas for Creating Learner Readiness

• **Report** Doctrine and Covenants 19 was given for Martin Harris. Have a student give a brief report on the background of this revelation.

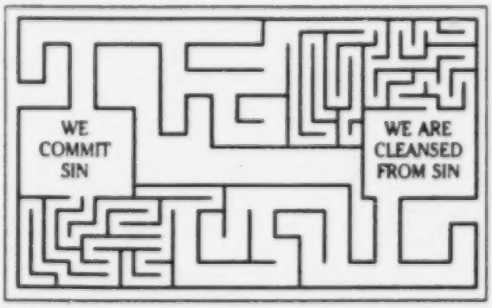
Methods for Involvement and Application

D&C 19:1–3. "The Redeemer of the World"

• **Discussion** Ask students if their parents have asked them to do anything in the last few days. How many of them did what was asked of them? How many did it cheerfully? What are the results of being obedient to parents? Have the class look over Doctrine and Covenants 19:2–3 to discover who the obedient son is and what resulted from his obedience. (Jesus Christ. He retained all power, even to the destroying of Satan.)

D&C 19:4–12. Endless and Eternal

• **Chalkboard Maze Discussion** Point to the maze on the chalkboard, and ask students how it relates to Doctrine and Covenants 19:4.



Point out that we have all sinned. To be forgiven we must repent, or we must suffer until the sin is paid for. On the maze, the way that seems difficult at first and becomes easier represents repentance. The way that seems easy and becomes more difficult represents suffering.

Have several students tell what they think of when they hear phrases such as "endless torment" and "eternal damnation." Have students read Doctrine and Covenants 19:6–12 to discover the meaning of the phrases. Be sure they understand that eternal punishment or endless punishment does not last forever (see institute manual for more detailed explanation).

D&C 19:13–22. "I Command You to Repent"

• **Scripture Marking and Testimony** Explain that the word *command* is used seven times in Doctrine and Covenants 19:13–28. Have students find and mark them in their scriptures. Then ask why the Lord would use *command* so often.

Ask what the first three commands say to do. What does the fourth command say? Why would the Lord discuss repentance so often in so few verses? Remind the students of verse 16, and explain that the Lord loves us and has made it possible that we will not need to suffer for our sins if we will repent.

There is some guilt and suffering associated with repentance, but only a small portion of what the unrepentant will experience (see 2 Corinthians 7:9–10). Discuss Doctrine and Covenants 19:17–18, and share your testimony concerning the Savior, his atonement, and what it means in your life.

• **Song** To help reinforce the truth of the Savior's love and his great sacrifice, read the words of the hymn "I Stand All Amazed," or have your class sing it (*Hymns*, 1985, no. 193).

D&C 19:23–37. "Thou Shalt Not Covet"

• **Discussion** Ask students what the word *covet* means. (To wish for enviously or with improper desire.) Is it possible to covet our own property? Have students look at Doctrine and Covenants 19:26. Point out that we can covet our own property by being selfish and refusing to use the things we have for the Lord's kingdom if we are asked. Explain that we should be willing to give to the kingdom even without being asked.

Ask, What are some personal belongings that young people tend to covet? What was Martin Harris told to do with his property? (Give as needed to pay for the printing of the Book of Mormon.)

D&C 19:28–41. "I Command Thee That Thou Shalt Pray"

• **Chalkboard Discussion** Write the words *vocally*, *reviling*, and *tenets* on the chalkboard. Have students define them. (*Vocally* means aloud, *reviling* is speaking harmfully or negatively about something, and *tenets* are specific doctrines.) Have the class discuss Doctrine and Covenants 19:28–31, where these words are found, and how the words relate to today's youth.

LESSON TWO

Doctrine and Covenants 20:1–36

Ideas for Creating Learner Readiness

• **Chalkboard Discussion** Have students suggest dates they feel are significant in the history of the world. If no

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APPENDIX C

STUDENT RECORDS

20005

Church Educational System

The Church of Jesus Christ of Latter-day Saints

Seminary Record Card

Grade in school | Date registered

For school year 19 —

Registration Please print, applying good pressure so all copies are legible

Name (last, first, initial)

Address (number and street)

City | State | Zip code

Home phone number | Date of birth | Fee paid (receipt number)

Parent or guardian | School or building where you will attend seminary

No. of years previously enrolled in seminary | Sex ☐ Male ☐ Female | Religion ☐ LDS ☐ Non-LDS

Bishop/branch president

Ward/branch | Stake/Mission or district

Requirements for Seminary Credit (for each course of study)

Course Assignments	Satisfactory completion of in-class reading, tests and other assignments
	Demonstration of basic understanding of course scriptures
	Satisfactory completion of required portions of student booklets
Attendance	Released time, daytime and early-morning: 85% attendance
	Home study— 85% attendance of combined total of stake/district meetings and weekly classes held

Requirements for Graduation from Seminary

Satisfactory completion of each of the four courses of study

Clearance by the student's bishop or branch president

WHITE—Return for cumulative record file GREEN—1st term
GOLDENROD—2nd term PINK—3rd term CANARY—4th term

Seminary Report Card

Student's name

Course of study | School year 19 —

Term	School excused absences	Other absences	Tardies	Personal conduct	Academic work	Grade	Teacher
1							
2							
3							
4							
Seminary grade for the year							

Comments

To parent or guardian: In seminary we are concerned with the total student. Each term grade is determined from a combination of the student's attendance, personal conduct in class, and academic work. A term grade of passing (P) or A, B, C, U entitles the student to receive 1/4 unit of seminary credit. An (I) indicates an "incomplete" and requires work to be completed before a grade can be given and credit received for the term. Personal conduct in class includes participation, courtesy, attitude, and performance. H = Honor, S = Satisfactory, U = Unsatisfactory. If you have questions or concerns, a personal conference concerning your student is welcomed.

Phone number of teacher (call for an appointment)

Transfer of Credit

Book of Mormon			New Testament			Old Testament			Church History		
Year	Grade	Credit	Year	Grade	Credit	Year	Grade	Credit	Year	Grade	Credit

Teacher or principal

PGS50708 12/85 Printed in USA

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Date: 10/01/92

TWIN FALLS / JEROME

Recording Codes:
Absent (-) Tardy (T)

Class Rosters for October 1992

Class: 25 Instructor: NANCY WEEKS

Student Name	Stk Ward Yr	New Enroll LDS	New Enroll Non	Disc	Week 1 M	T	W	T	F	Week 2 M	T	W	T	F	Week 3 M	T	W	T	F	Week 4 M	T	W	T	F	Week 5 M	T	W	T	F	Total Absences	Makeup	Tardies
JASON BINGHAM	WEN 0-1 12																														
KADIE CHENEY	WEN 0-1 12																														
JUSTIN CLEVERLY	WEN 0-1 12																														
GILBERT DEWEY	WEN 0-1 12																														
RAYMOND GOODMAN	WEN 0-1 12																														
AMY HERAE	WEN 0-1 12																														
NATHAN PRICE	WEN 0-1 12																														
BRENT ROGERS	WEN 0-1 12																														
RYAN STEFL	WEN 0-1 12																														
LAVONA ANDREW	WEN 0-2 12																														
MICHAEL BRADSHAW	WEN 0-2 12																														
KAARYN CHILD	WEN 0-2 12																														
ALESHA QUIGLEY	WEN 0-2 12																														
ADELE RICKS	WEN 0-2 12																														

Total Enrolled as of the last of the month _____ Number of classes held during the month _____

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APPENDIX D

POTENTIAL LIST UPDATE INSTRUCTIONS

SEMINARY STUDENT POTENTIAL LIST

UPDATING INSTRUCTIONS

Dear Bishop,

Immediately following this instruction sheet, you will find a sample updated potential list. It is extremely important that we have that done very accurately because our budget now depends on it. Following the sample update you will find a potential list, computerized from the Church Membership Department. Since that list is run in December it will need quite a lot of work to update it accurately.

Step 1 Review the list to see that it contains the names of all youth in your ward who:
(a) Currently live in your ward, and
(b) Will be in grades 9-12 during the 1994-95 school year

Step 2 Cross out the names of youth who do not meet the above conditions and write the reason on the potential list (ie "moved," "too young," "already graduated," etc.

Step 3 Add the names, addresses and phone numbers of youth who meet the requirements in Step 1, but are not on the list.

Step 4 For each name on the list, add the grade in school they will be attending for the 1994-95 school year plus the school they will be attending.

Step 5 Fill in every item of information called for on the potential list - this becomes our computer data for mailings and contacts.

Step 6 Using the revised list, follow the instructions outlined for enrolling the students. Indicate in the appropriate column with a YES, those who have enrolled in seminary.

In the materials in this booklet are instructions from your priesthood leaders about what to do with the completed materials and how to report. There is also a schedule to follow.

* * * POTENTIAL SEMINARY STUDENT LIST - 1990-91 SCHOOL YEAR * * *

UNIT 0123456 FAITHFUL HEIGHTS
FAITHFUL HEIGHTS UT

NAME / STREET ADDRESS / CITY, STATE ZIP	TELEPHONE	*	AGE	BIRTHDATE	SCHOOL GRADE	SCHOOL ATTENDING	REGISTERED YES	REGISTERED NO	@
ALDERMAN, KEVIN WAYNE 899 E COUNTRY RD FAITHFUL HEIGHTS, UT 84037	514-2845	T	15	28 JAN 75	10	H.S.	✓		
ANDREW, JARED LEON 770 E COUNTRY RD FAITHFUL HEIGHTS, UT 84037	514-4616	T	15	03 AUG 75	10	H.S.	✓		
ANDRUS, JANICE ANGEL 120 NORTH VILLAGE WAY FAITHFUL HEIGHTS, UT 84037	514-8658	F	16	07 NOV 74	11	H.S.		✓	
BARBELL, NEPHI 744 E VILLAGE WAY FAITHFUL HEIGHTS, UT 84037		P	18	28 OCT 72	TOO OLD	ALREADY Graduated			
BARBELL, CRAIG DONALD 744 E VILLAGE WAY FAITHFUL HEIGHTS, UT 84037		P	17	18 SEP 73	12	H.S	✓		
BARBELL, CASEY 744 E VILLAGE WAY FAITHFUL HEIGHTS, UT 84037		D	14	19 MAR 77	TOO Young	8th grade 92-93			
BALLERINA, MARY LOUISE 863 E HEARTWOOD CIR FAITHFUL HEIGHTS, UT 84037	514-8788	F	17	13 JUN 73	12	H.S.	✓		
BALLERINA, PAMELA ANN 863 E HEARTWOOD CIR FAITHFUL HEIGHTS, UT 84037	514-8788	F	15	22 OCT 75	10	HS		✓	
BELLBOY, DAVID IAN 855 E VILLAGE WAY FAITHFUL HEIGHTS, UT 84037	514-8706	P	17	26 SEP 73	11	H.S.	✓		
BENSON, JOAN LEE 24 E VILLAGE WAY FAITHFUL HEIGHTS, UT 84037	514-9265	T	15	20 JAN 75	MOVED				
BERGMAN, JENNIFER 868 HEARTWOOD CIR FAITHFUL HEIGHTS, UT 84037	514-3755	F	16	13 SEP 74					
CALDWELL, JOHN THE BELO 869 E VILLAGE WAY FAITHFUL HEIGHTS, UT 84037	514-6488	D	14	02 NOV 76	9	Jr. High			
CLARKSON, VICTORIA DIAN 874 EAST HEARTWOOD CIRCLE FAITHFUL HEIGHTS, UT 84037	514-9217	F	15	20 NOV 75					
COLLARDS, KING BENJAMIN 33 N VILLAGE WAY FAITHFUL HEIGHTS, UT 84037	514-8756	T	16	30 SEP 74					
COLLARDS, JOHN DUFFEY 33 N VILLAGE WAY FAITHFUL HEIGHTS, UT 84037	514-8756	D	14	03 OCT 76					
DENTLEY, AMICABLE FAYE 966 E COUNTRY RD FAITHFUL HEIGHTS, UT 84037	514-2304	F	16	03 MAR 74					
DICKERSON, ZANE MASON 1104 E COUNTRY RD FAITHFUL HEIGHTS, UT	514-1594	D	14	24 JAN 76					
FALDWELL, OLIVER WENDEL 1078 E COUNTRY RD FAITHFUL HEIGHTS, UT 84037	514-2593	P	18	18 NOV 72					

SAMPLE

How To UPDATE

* STATUS: PRIESTHOOD OR FEMALE @ ACTUALLY ATTENDING SEMINARY THIS FALL

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ENROLLMENT IDEAS

The key to successful enrollment is personal contact. Add to that a strong testimony of the value and divine nature of the CES programs and you will have a successful experience. Those who work with the youth must have the direction of the Spirit as they contact. Just as missionaries serve as the conduit for the Spirit in the conversion process, so you must be the conduit in the enrollment process.

There are many ways to enroll youth in seminary. All of them begin with an accurate potential list. By the time you have reached this point in the packet, you should have such a list. You have many resources to call upon. They include but are not limited to:

1. Bishopric
2. Ward Executive Secretary
3. Young Men & Young Women Presidencies & Advisors
4. Quorum and Class Presidencies
5. Home Teachers
6. Parents

Elder Packer's conference quote, found in our Regional Representatives letter at the first of this booklet, states that all parents and church leaders should be enrollment agents. You may also want to call upon the current seminary teachers to <u>assist</u> in the process. They many times have additional insights about the youth that can be of benefit.

There are also group ideas that can help, but not replace, the personal contact. Breakfasts, firesides, parent-youth meetings etc. have all helped somewhat. CES has available for those who desire it, a video entitled "A Message for Parents" and a booklet to accompany it. I will have two videos available per stake. Call Brother Ahlborn to get those materials.

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1994-95 SEMINARY ENROLLMENT

SCHEDULE OF DATES

1. By April 17th, the registration packets will be received by the Stake and ward representatives.

2. By April 24th, the Ward Exec. Sec. has updated the potential list following instructions on next page.

3. By May 8th, the Bishopric will have contacted each potential seminary student and invited him or her to enroll.

4. By May 15th, the report will be filled out by the Exec. Sec. & signed by the Bishop. The complete packet is turned over to the Stake High Councilor for Education.

5. By May 22nd, the packets have been checked for completeness by the High Councilor (or Stake Exec. Sec.). The Stake report is filled out & signed by the Stake President and all booklets (ward & stake) are turned over to the CES Region or Stake Coordinator.

6. By June 1st, each Stake recommends potential seminary teachers as decided jointly by Priesthood and CES representatives.

7. All students, enrolled or not enrolled, are contacted during the summer to encourage seminary attendance. New move-ins are added to the list and communicated to the CES Coordinator.

APPENDIX E

STUDENT QUESTIONNAIRE

STUDENT QUESTIONNAIRE

Please list your three most important reasons for enrolling in a seminary class. Put them in priority order using the number 1 for the most important reason, the number 2 for the second most important reason and the number 3 for the third reason.

____ I want the credit to help me get into Ricks or BYU.

____ I know it is important preparation for a mission & life.

____ My parents want me to enroll.

____ My Bishop wants me to enroll.

____ I am excited about the great lessons and faculty.

____ I know that the Prophet and the Lord want me to enroll.

____ I like the time with my friends in a class with no pressure

****

If you had not planned to enroll in a seminary class, check all of the items in the list below that helped change your mind.

Opening social___, Faculty contact___, Student contact___,

Bishop contact___, Sacrament Mtg___, Handout___, Parent___.

****

Using the above directions, prioritize the three reasons why you would not want to enroll in seminary if you decided not to attend.

____ It is boring.

____ I have a schedule that is too busy.

____ I want to take other electives instead of seminary (if you are in a released-time class).

____ I simply have no interest in religious classes at this time

____ I have no transportation.

____ I cannot get up and going that early. (If you are in an early-morning class).

____ I don't feel accepted or welcomed by the class members.

____ I don't feel comfortable with the teacher.

APPENDIX F

ENROLLMENT BOOKLET COVER

Church
Educational
System The Church of Jesus Christ of Latter-day Saints

School Year 199__ - 9__

SEMINARY ENROLLMENT

Dear Bishop: _____

Please complete this booklet, then return it to the Educational High Councilor

_____, Phone _____

before _____.

Thank you.

APPENDIX G

CHURCH UNIT ENROLLMENT REPORT FORMS

STAKE SUMMARY REPORT OF SEMINARY ENROLLMENT

STAKE:_____ 1994-95 School Year

Ward/Branch	Total Potential	Total Enrolled	Percent Enrolled	Not Yet Enrolled
TOTALS				

INSTRUCTIONS FOR STAKES

1. The High Councilor for education should collect the booklet from each Ward and check it for completeness before filling out this report.
2. This report and the complete booklet from each Ward should be given to the CES Region or Stake Coord. by MAY 22nd

Signed:_____(Stake President)

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EM

WARD/BRANCH REPORT OF SEMINARY ENROLLMENT

Ward/Branch _____

ENROLLMENT DETAIL

	Potential	Enrolled	Percent
9th Grade - Fall 1994	_____	_____	_____
10th Grade - Fall 1994	_____	_____	_____
11th Grade - Fall 1994	_____	_____	_____
12th Grade - Fall 1994	_____	_____	_____
TOTALS	_____	_____	_____

ENROLLMENT SUMMARY

_____ Corrected total from Seminary Potential Student List

_____ Total number of students enrolled for Fall

_____ Percent of potential students enrolled for Fall

_____ Number not yet enrolled

INSTRUCTIONS TO WARD

This complete booklet with the above report and the updated potential list should be handed to your High Council representative by May 15th

Please be sure and make a copy to keep in your ward for follow-up.

Signed: _____ (Bishop)

EM

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APPENDIX H

STATEMENTS OF CHURCH LEADERS

"There are three kinds of seminaries. There is the released time seminary; that is the closest to ideal. Next, where we can't have that, is the early morning seminary, the next ideal. And where we can't have either of those, home study comes in. That is the order of preference, and I think it very important to keep that order of preference."

Elder Boyd K. Packer

"Graduation requirements for high schools and entrance requirements for colleges are being tightened up. Elective courses are being reduced in number, and they must be carefully selected. Without guidance, your student may choose another elective instead of seminary... That would surely be a mistake. It would be like adding one more brick to the house of knowledge when there is little mortar to hold it all together."

Elder Boyd K. Packer

Youth, beloved youth, can you see why we must let spiritual training take first place? ....secular without the foundation of the spiritual is but like the foam upon the milk, the fleeting shadow.

One need not choose between the two but only as to the sequence for there is opportunity for one to get both simultaneously; but can you see that the seminary courses should be given even preferential attention over the high school subjects?"

Pres. Spencer W. Kimball

Statements on Religious Education by LDS Church Leaders

"We must balance our secular learning with spiritual learning. You young men should be as earnest in enrolling in seminary and learning the scriptures as you are in working toward high school graduation. Young adults enrolled in universities and colleges or other postsecondary training should avail themselves of the opportunity to take insitute of religion courses or, if attending a Church school, should take at least one religion course every term. Joining our spiritual education to our secular learning will help us keep focused on the things that matter most in this life. Though I am speaking to you priesthood holders, the same admonition applies to the women of the Church as well as to the men."

President Ezra Taft Benson
(In *Conference Report*, Oct. 1986, p. 61; or *Ensign*, Nov. 1986, pp. 46–47)

"Regularly attend seminary and be a seminary graduate. Seminary instruction is one of the most significant spiritual experiences a young woman can have."

President Ezra Taft Benson
("To the Young Women of the Church," *Ensign*, Nov. 1986, p. 82)

"Regularly attend seminary and be a seminary graduate. Seminary instruction is one of the most significant spiritual experiences a young man can have."

President Ezra Taft Benson
(In *Conference Report*, Apr. 1986, p. 87; or *Ensign*, May 1986, p. 64)

"Can you see that the spiritual knowledge may be complemented with the secular in this life and on for eternities but that the secular without the foundation of the spiritual is but like the foam upon the milk, the fleeting shadow?

"Do not be deceived! One need not choose between the two but only as to the sequence, for there is opportunity for one to get both simultaneously."

Elder Spencer W. Kimball
("Beloved Youth, Study and Learn," in *Life's Directions* [Salt Lake City: Deseret Book Co., 1962], p. 190)

"I am convinced that the seminaries and institutes can do much to get young people into the mission field and into temple marriage and, finally, into exaltation. This program is that perfect agency in the Church."

Elder Spencer W. Kimball
(*Circles of Exaltation* [address delivered at Brigham Young University summer school devotional, 28 June 1968], p. 6)

"We hope every effort possible will be made to identify and enroll each student of seminary age in seminary."

Presidents Ezra Taft Benson, Gordon B. Hinckley, and Thomas S. Monson
(First Presidency letter, 10 Jan. 1986, LDS Church Archives)

"We hope every effort will be made to identify and enroll each potential institute student in an institute of religion class."

Presidents Ezra Taft Benson, Gordon B. Hinckley, and Thomas S. Monson
(First Presidency letter, 1 Mar. 1986, LDS Church Archives)

"It is a paradox that men will gladly devote time every day for many years to learn a science or an art, yet will expect to win a knowledge of the gospel, which comprehends all sciences and arts, through perfunctory glances at books or occasional listening to sermons. The gospel should be studied more intensively than any school or college subject."

Elder John A. Widtsoe
("How May a Testimony of the Truth of the Gospel Be Obtained?" *Improvement Era*, May 1943, p. 289)

"There are a great many branches of education: some go to college to learn languages, some to study law, some to study physic, and some to study astronomy, and various other branches of science. We want every branch of science taught in this place that is taught in the world. But our favourite study is that branch which particularly belongs to the Elders of Israel—namely, theology. Every Elder should become a profound theologian—should understand this branch better than all the world."

President Brigham Young
(In *Journal of Discourses*, 6:317)

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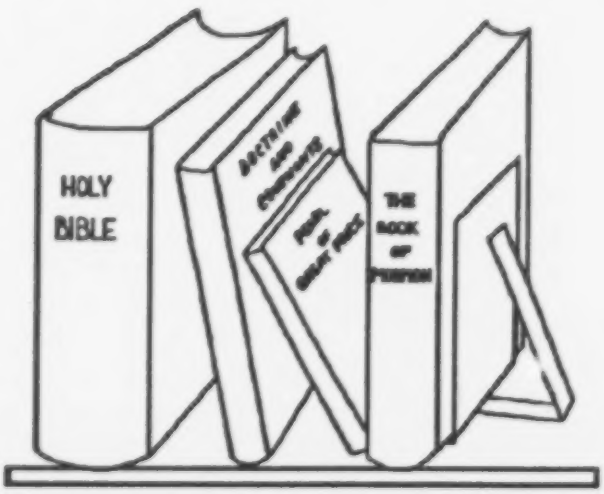
APPENDIX I

ENROLLMENT PARENT AND STUDENT HANDOUT

Enroll in Seminary

Study the Scriptures with Your Friends

Classes start Sept 1 see your Bishop



APPENDIX J

STAKE AND WARD ENROLLMENT TOTALS

TWIN FALLS & JEROME REGIONS

SEMINARY ENROLLMENT

November 16, 1994

WARD	Enrolled	Potential	Percent
Carey Stake	200	274	73%
Filer Stake	150	208	72%
Jerome Stake	217	257	84%
Kimberly Stake	216	293	73%
Twin Falls Stake	167	208	80%
Twin Falls West Stake	170	238	71%
Wendell Stake	203	267	76%
REGION'S TOTALS	1323	1745	76%

CAREY IDAHO STAKE

SEMINARY ENROLLMENT

October 20, 1994

WARD	Enrolled	Potential	Percent
Carey 1st Ward	29	35	83%
Carey 2nd Ward	21	24	88%
Dietrich Ward	51	54	94%
Hailey 1st Ward	19	32	59%
Hailey 2nd Ward	33	50	66%
Richfield Ward	16	28	57%
Shoshone Ward	27	43	63%
Sun Valley Branch	4	8	50%
CAREY STAKE TOTALS	200	274	73%

FILER IDAHO STAKE

SEMINARY ENROLLMENT

November 17, 1994

WARD	Enrolled	Potential	Percent
Buhl 1st Ward	20	28	71%
Buhl 2nd Ward	13	(26)	(50%)
Buhl 3rd Ward	29	39	74%
Spanish Branch	5	10	50%
Filer 1st Ward	27	27	100%
Filer 2nd Ward	39	(52)	(75%)
Hollister Ward	14	16	88%
Jackpot Branch	6	6	100%
FILER STAKE TOTALS	153	204	75%

( ) = ward has not yet returned the update request

JEROME IDAHO STAKE

SEMINARY ENROLLMENT

November 1, 1994

WARD		Enrolled	Potential	Percent
Hazelton 1st Ward	EM	20	26	77%
Hazelton 2nd Ward	EM	21	32	66%
Jerome 1st Ward	RT	24	27	89%
Jerome 2nd Ward	RT	28	34	82%
Jerome 3rd Ward	RT	28	28	100%
Jerome 4th Ward	RT	27	32	84%
Jerome 5th Ward	RT	49	54	91%
Jerome 6th Ward	RT	20	24	83%
JEROME STAKE TOTALS		217	257	84%

KIMBERLY IDAHO STAKE

SEMINARY ENROLLMENT

November 10, 1994

WARD		Enrolled	Potential	Percent
Hansen Ward	EM	34	(49)	(69%)
Kimberly 1st Ward	EM	26	48	54%
Kimberly 2nd Ward	EM	27	(44)	(61%)
Murtaugh Ward	EM	53	62	85%
Twin Falls 11th Ward	RI	31	36	86%
Twin Falls 15th Ward	RI	45	54	83%
KIMBERLY STAKE TOTALS		216	293	74%

( ) = Ward has not yet returned the update request

TWIN FALLS IDAHO STAKE

SEMINARY ENROLLMENT

November 10, 1994

WARD	Enrolled	Potential	Percent
Twin Falls 1st Ward	22	28	79%
Twin Falls 3rd Ward	31	36	86%
Twin Falls 5th Ward	34	40	85%
Twin Falls 7th Ward	38	40	95%
Twin Falls 9th Ward	25	(39)	64%
Twin Falls 13th Ward	17	25	68%
TWIN FALLS STAKE TOTALS	167	208	80%

( ) = ward has not returned the update request

TWIN FALLS IDAHO WEST STAKE

SEMINARY ENROLLMENT

November 10, 1994

WARD	Enrolled	Potential	Percent
Twin Falls 2nd Ward	27	(42)	64%
Twin Falls 6th Ward	23	36	64%
Twin Falls 8th Ward	17	(27)	63%
Twin Falls 10th Ward	22	38	58%
Twin Falls 12th Ward	29	37	78%
Twin Falls 14th Ward	52	58	90%
TWIN FALLS WEST STAKE TOTALS	170	238	71%

( ) = ward has not yet returned the update request

WENDELL IDAHO STAKE

SEMINARY ENROLLMENT

October 20, 1994

WARD	Enrolled	Potential	Percent
Fairfield Branch	7	9	78%
Gooding 1st Ward	28	38	74%
Gooding 2nd Ward	40	56	71%
Gooding Deaf Branch	20	27	74%
Hagerman 1st Ward	15	16	94%
Hagerman 2nd Ward	19	22	86%
Wendell 1st Ward	41	50	82%
Wendell 2nd Ward	33	(49)	(67%)
WENDELL STAKE TOTALS	203	267	76%

( ) = ward has not yet returned the update request

APPENDIX K

THREE YEAR ENROLLMENT COMPARISON

SEMINARY ENROLLMENT

Twin Falls & Jerome Regions

Three Year Comparisons

STAKE	1992	1993	1994
Carey Stake	168/232 72%	170/230 74%	200/274 73%
Filer Stake	136/190 72%	139/194 72%	150/208 72%
Jerome Stake	187/271 69%	207/273 76%	217/257 84%
Kimberly Stake	180/246 73%	205/258 79%	216/293 73%
Twin Falls Stake	169/254 67%	173/222 78%	167/208 80%
Twin Falls W Stake	158/237 67%	168/210 80%	170/238 71%
Wendell Stake	146/198 70%	171/233 74%	203/267 76%
REGION'S TOTALS	1144/1628 70%	1233/1620 76%	1323/1745 76%

APPENDIX L

QUESTIONNAIRE TALLY SHEET

QUESTIONNAIRE TALLY SHEET

TEACHER_____

Question	1	X3	2	X2	3	X1	Total
1 Credit							
2 Imp Pre							
3 Parents							
4 Bishop							
5 Faculty							
6 Lord							
7 Friends							
8 Other							
1 Boring							
2 Busy							
3 Electiv							
4 No Inte							
5 Transpo							
6 Early							
7 Not Acc							
8 Teacher							
9 Other							